

**THE CORRELATION BETWEEN STUDENTS' ENGLISH SKILL AND
THEIR TEACHING CAPABILITY IN TEACHING PRACTICE AT
ENGLISH DEPARTMENT OF IAIN LANGSA**

THESIS

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CHAPTER 1

INTRODUCTION

A. Background of Study

Teaching is one of main activities in education. In teaching process, teachers have duty to transfer knowledge. So, teachers need to have capability and skill in teaching process. Skill is capability to do something well.¹It means that teachers must improve students' proficiency. Teachers' teaching capability can affect their ability in teaching process because teachers should have self-efficacy on their skills.² Teachers' self-efficacy can help in teaching process and it can potentially influence both the kind of environment that teachers create as well as the various instructional practice introductions in the classroom.³Furthermore, teachers with a high sense of self-efficacy are confident that even the most difficult students can be reached if they exert extra effort and teacher with lower self-efficacy obtain trouble in classroom management.⁴

¹ As. Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2005), p. 414.

² Hashemi, *Teachers' English Proficiency and Teaching Efficacy as Correlates of Effective Teaching*, (Journal of Education, Vol.2 No.2, 2005), p. 20.

³ Bandura, *A Self Efficacy: The Exercise of Control*. (New York: W.H Freeman. 1997), p. 14.

⁴ Hashemi, *Teachers' English Proficiency and Teaching Efficacy as Correlates of Effective Teaching*": 30.

Furthermore, in teaching process, teachers should apply their teaching capability based on students' proficiency. Sudijarto states that teachers need to have knowledge and capability in classroom management.⁵It means that teachers should understand about one of important aspects in teaching process namely; knowledge and capability in classroom management. Zainal says that there are four components in teaching process, such as: first, teachers should know their students' proficiency. Second, the teachers should choose appropriate methods to handle class well. Third, teachers should have lesson plan. The last, the teachers should evaluate students' achievement.⁶It means that, teachers should prepare all aspects in teaching process like; observing students' proficiency, using appropriate method, and making lesson plan because these components are good for teachers and help them in creating their lesson plan. According to the decision of Direktorat Tenaga Kependidikan Depdiknas 2003, mentions:

“Teachers standards’ competency includes four components, namely (1) Management of learning; (2) Potential of development; (3) Masters’ Academic; (4) Attitude of personality. Furthermore, standard teachers competence consist of seven competencies, namely: (1) preparation of lesson planning; (2) the implementation of teaching and learning interactions; (3) assessment of learning achievements of learners; (4) the assessment of the follow-up assessment of learning achievements of learners; (5) the

⁵ Asril Zainal, *Micro Teaching*, (Jakarta: Rajawali Pers, 2012), p. 8.

⁶ Djarmah syaiful and Zain Aswan, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2006), p.5.

development of the profession; (6) understanding of educational insight; (7) mastery of academic study.”⁷

Moreover, teachers are not only need to acquire skill in teaching but they also need to acquire the competency in subject they teach. An English teacher, for example, they need to acquire four basic skills (listening, speaking, reading, and writing). In Indonesia, English subject is taught from junior high school up to university level. English is important to know because English is an international language. It means that people who have different national language can use English to communicate. It is also the most language used for books and entertainment. From the above statement students should have capability in English. One of the ways to help students to improve their English is English teachers should participate in speaking English in the classroom.

In most universities in Indonesia, the students specifically at Teacher Training Faculty are required to have competencies in teaching. Micro teaching and teaching practice are programs provided by the university to facilitate students to improve their skills in teaching. Students will have experience to teach at school at teaching practice. Students who conduct the practice are called student-teacher. Here, they should apply all knowledge they have learned at their department to pass the teaching practice.

However, in reality, there are many students-teachers have lack capability in teaching and English skills. The researchers found this case when she was conducting teaching practice at one of schools in Langsa.

⁷ Kunandar, *Guru Profesional...*, p. 56.

Most of students-teachers got problem in teaching process, such as; they did not explain subject clearly to the students in English, they did not acquire the language aspects like grammar, structure, and so on. They also could not manage class well, so that the students were noisy when they explained the lesson in front of the class.

Therefore, the researcher will conduct a research to find out the correlation between students' English skill and their teaching capability. Cognitif approach theory of psychology by Piaget, Ausubel, and Bruner mentions that teachers who have good competence in teaching will be easy to transfer knowledge to students. Moreover, in teaching process, they can improve students' proficiency.⁸A similar study conducted by Afzal S Hossein, entitled *The Relationship between Teachers' Speaking Skill and Their Capability in Teaching*. The results of this study, there is relationship between teachers' speaking skill and their teaching capability in teaching, then this study gave a global picture of the communication process as applied in the teaching and learning. In particular it focused on the communication skills that teachers and students encounter, use and practice in their schools and classrooms. Specifically, it discussed the verbal, non-verbal and written components of the communication skills that need to be addressed by both teachers and students in an effort to improve student learning. This research also pointed out some of the barriers to these communication skills to be minimized for effective

⁸ Ahmad Kunandar, *Kumpulan Teori Psikologi dan Terapan*, (Jakarta: Rineka Cipta, 2006), p. 43.

learning. The quality of students' learning is pegged on the quality of the teacher and they need continuous lifelong learning and to continually update their knowledge, skills and for empowerment. However, this research will look at the correlation between students' English skill and their capability and teaching practice. Therefore, the research will conduct a research entitle: **“The Correlation between Students' English Skill and Their Teaching Capability in Teaching Practice at English Department of IAIN Langsa”**.

B. Research Question

Research question is the problem in this research. The research question is: Is there a correlation between students-teachers' English skill and their teaching capability in teaching practice?

C. Purpose of Study

Based on the research question above, the purpose of study is: To investigate whether there is a correlation between students-teachers' English skill and their teaching capability in teaching practice or not.

D. Significance of Study

The significant of this study is divided into two aspects, there are theoretically and practically.

1. Theoretically

The results of this study are expected to be beneficial in teaching process and can contribute to the development of education.

2. Practically

This research has benefit to:

a. Students-teachers

This research is good for students-teachers because the information in this study can be a reference to improve their teaching capability and becomes a motivation for them.

b. School

The application of this research can be additional information about students' achievement which in general will improve the quality of the school.

E. Hypothesis

This research has two hypotheses. They are Null Hypothesis (H₀) and alternative Hypothesis (H_a), such as:

H_a :There is a correlation between students-teachers' English skill and their teaching capability in teaching practice.

H0 :There is no correlation between students-teachers' English skill and their teaching capability in teaching practice.

F. Terminology

This research seeks to describe some terminologies such as:

1. Correlation

Correlation is closely related or connected to two things.⁹ Mc Millan defines that correlation is a relationship between two variables.¹⁰ From the statements above, the researcher concludes that correlation is mutual relationship between two things.

2. Skill

Skill is an ability and capacity acquired through deliberate, systematic, and sustained effort in carrying out complex in activities.¹¹ According to Berninger skill is a competency, knowledge proficiency in making a meaningful experience when do activity.¹² According to Iribar skills are a combination of knowledge, skill and experince.¹³

⁹ As. Hornby, *Oxford Advanced Learner's Dictionary*, (NewYork: Oxford University Press, 2005), p. 343.

¹⁰ James H, McMillan, *Educational Research: Fundamental for the Consumer*, (Washington : Pearson Education, 2008), p. 141.

¹¹ Farlex, *Definition of Skill*, <http://www.businessdictionary.com>. Accessed on June, 10, 2015.

¹² Francis Green, *What is Skill and An Interdisciplinary Synthesis*, (Journal of Education, Vol.4, No.2, 2008), p. 8

¹³ Mousa Masadeh, *Training, Education, Development, and Learning: What is the Different*, (Journal of Education, Vol. 8 No.10, 2011), p.12.

Furthermore, According to Smith skill is a combination of ability, knowledge and experience that enables a person to do something well.¹⁴ it means that skill describes an integrated transaction between person and environment, and skill are integrated routines combining knowledge and ability of person. The researcher concludes that skill is a talent or ability to do something well.

3. Capability

Capability is the quality of being able to do something.¹⁵ It means that professional teachers should have capability specifically in teaching. According to George Daniel capability is the skills and qualities which make it possible to achieve a task.¹⁶ The researcher concludes that capability is quality that able to achieve a something.

4. Teaching practice

Teaching practice focuses on teaching and technique in teaching process.¹⁷ According to Bassett defines teaching practice is a temporary period of teaching in a school undertaken under supervision by a person who is training to be a teacher.¹⁸ Moreover, according to Marais and Meire teaching practice is a teaching by allowing students to become fully integrated where students-teachers

¹⁴Frances Short, *Skill and Ability*, (Journal of Education, Vol.10, No.3, 2003), p. 7.

¹⁵Farlex, *The Definition of Capability*, [http://www, The freedictionary.com](http://www.Thefreedictionary.com). Accessed on June 10, 2015

¹⁶Naser Khani, *Capability and Strategic Information System Planning Success*, (Journal of Managing Information Technology, Vol. 3 No. 3, 2008), p. 4.

¹⁷Roger Gower, *Teaching Practice: A Handbook for Teachers in Training*, (Thailand: Macmillan Education, 2005), p. 1.

¹⁸Johnson Fiarman, *Teaching Practice to be Best a Teacher*, (Journal of Education: Vol.2, No.4, 2004), p. 5.

would have to obtain experience in all aspects of the school.¹⁹The researcher concludes that teaching practice is a training to give an opportunity to students-teachers in teaching process and also evaluate students-teachers' capability in teaching.

¹⁹ Johnson Fiarman, *Teaching Practice to be...*, p. 19.